DOCUMENT RESUME

ED 128 482 UD 016 231

TITLE The Alternate Learning Project: Staff Handbook 1975-1976.
INSTITUTION Providence Public Schools, R.I.
PUB DATE 75
NOTE 67p.; This document is available only in microfiche due to the print quality of the original document
AVAILABLE FROM Alternate Learning Project, 180 Pine Street, Providence, R. I. 02903 (Price not quoted)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Counseling; Curriculum; Decision Making; *Educational Objectives; Educational Policy; High School Students; *Historical Reviews; *Instructional Staff; Policy Formation; *Program Content; Public Schools; Resource Materials; Secondary Education; Staff Improvement; *Staff Orientation; Student Participation; Teacher Participation
IDENTIFIERS *Alternate Learning Project; Faculty Handbooks; *Rhode Island (Providence)

ABSTRACT

The purpose of this handbook is to orient staff to the many facets of the Alternative Learning Project, a community based public high school that provides an opportunity for its students to forge a new relationship between their education and the city in which they live. The project was established as an educational setting for the many students in the Providence, Rhode Island secondary schools whose opportunities for diverse learning experiences were limited. It includes aspects of history so the current staff will not completely rediscover old learnings or repeat past mistakes; concurrently, the history is included so that individual memory and the oral tradition are not the only sources of knowledge. The handbook clarifies practices so that the entire staff can systematically make the school a humane learning setting that empowers its students with skills and self-worth. The following is a listing of the areas discussed: (1) general explanation of the Alternate Learning Project; (2) participants in the school: responsibilities and rights; (3) governance and decision making; (4) counseling; (5) curriculum; (6) general policy and everyday procedures; and, (7) calendar. Among the samples included are a planning worksheet, site placement evaluation, and independent study contract. (Author/AM)

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THE ALTERNATE LEARNING PROJECT

STAFF HANDBOOK 1975-1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The purpose of this handbook is to orient staff to the many facets of the Alternate Learning Project. It includes aspects of history so the current staff will not completely rediscover old learnings or repeat past mistakes; concurrently the history is included so that individual memory and the oral tradition is not the only source of knowledge. The handbook clarifies practices so that the entire staff can systematically make the school a humane learning setting that empowers its students with skills and self-worth.

I. General Explanation of the School

The Alternate Learning Project (ALP) is a community-based public high school that provides an opportunity for its students to forge a new relationship between their education and the city in which they live. It was established as an educational setting for the many students in the secondary schools of Providence whose opportunities for diverse learning experiences and for making decisions about their lives were limited. For many students in Providence, these limitations led to a high dropout rate, declining attendance, general unrest, and complaints about course offerings and guidance services. For other students, dissatisfaction took the form of boredom and passivity. There was also considerable personal and intergroup tension. These factors illustrated a considerable need - particularly in a city where unemployment and underemployment threaten the life possibilities of students whose capacities and talents are not encouraged.

Four years ago, a group of concerned parents and school department personnel decided to create an educational alternative. The school was aimed at:

building a better self-concept within a diversified student body
personalizing instruction and learning
providing methods of making educators, students, parents, and the community at large accountable for educational efforts
creating involvement in the learning process

A further aim was to interest and work with other school systems in expanding the ALP model of education.

The Alternate Learning Project opened in September 1971 in a former bowling alley in downtown Providence. For the first three years, it was funded by ESEA Title III and the City of Providence. The school is now in its fifth year of operation and obtains all of its financial support from Providence public school monies.

Enrollment Policy: During the course of the academic year, there are approximately 125 students enrolled at ALP. Any Providence resident who is a high school student or individual of high school age wishing to return to complete high school is eligible for admission to ALP. Students are chosen by lottery from those who

apply for enrollment each spring. There is no admittance based on need since the school does maintain an equal balance of sex and proportionate representation of minority enrollment and family income. This policy exists in order that the school can accurately represent a cross-section of the city of Providence and provide all students with an educational experience that is rich in its diversity of participants. By arrangement with the Providence School Department, there are 10 places reserved on a yearly basis for the transfer of students whose special needs call for placement in the school by referral. Based on the lottery held in June, enrollment in 1975-6 is distributed as indicated:

family income	male			female		
	white	black	other	white	black	other
$0 - 4,000	13	14	0	9	11	1
$4,001 - 6,500	8	4	1	10	3	1
$6,501 - 10,000	12	1	0	7	2	0
Above $10,000	11	1	0	9	1	0

Dissemination: In 1974-75, the ALP was selected as a model experimental program by Title III of the U.S. Office of Education. The school received a special grant for the purpose of "dissemination." This grant has been renewed for the 1975-76 fiscal year. The purpose of the dissemination project is to work with other communities around the country in developing alternative programs such as ALP's. More specifically, the disseminators' major responsibilities will be:

1. initiating contact with all interested school systems in Rhode Island and responding to inquiries from other states;
2. developing a dissemination package that can be forwarded to fellow educators, community groups, parents, and social service and legal agencies;
3. planning and coordinating training workshops for staff and administrators wishing to start an "ALP" in their community;
4. working with a core group of students who will assist in dissemination activities;
5. coordinating a resource center at ALP.

In the course of the year, there will be visitors from varied communities throughout the country observing classes, meetings, and other school functions; dissemination staff and students will be visiting other schools and participating in conferences on alternative education. It is planned that the dissemination staff -

Barbie Tucker, Chuck Kenyon, Linda Darling, and Lodi Ferrari - will work with students in a project that will relate the experience at the school with broader issues of education.

II. Participants in the School: Responsibilities and Rights

As a school which makes use of community resources in more varied and extensive ways than is traditional, there are more "participants" in the process of learning. With placements in the community, with volunteers functioning within (and without) the school building, with pupils enrolled in classes in other institutions, and with parents invited to more fully involve themselves in their children's education, there is considerable opportunity for persons being "participants," There is also opportunity for a blurring of accountability; this definition of responsibility and rights is an attempt to make clear the nature of the commitment made to the school community by varied members.

A. Staff

ALP staff members have great freedom. There is considerable flexibility for staff members to design and implement educational programs, to choose and order materials within their budget allocation, to plan short and extended field trips, to be able to participate in the community of the school in meaningful and differentiated ways. In short, staff members are able to function as real people who can develop their own potential as well as contributing to the development of students. There are specific responsibilities which staff members are expected to fulfill:

Counselling: each staff member will counsel a group of students on courses, goals, and related matters
each counsellor will meet with their counsellee during the evaluation period (for more detail on counselling procedures see section IV)
each counsellor will be responsible for obtaining community experience and site placement evaluations not directly supervised by school staff.

Teaching: staff must submit contracts of their proposed teaching responsibilities to the Curriculum Committee for approval and the Staff Review Committee for monitoring

student evaluations will be required for all educational experiences offered; these must be deemed adequate by the student, the counsellor, parents,

and director. Evaluations should be filled out for all course registrants. Evaluations are due on the first day of each evaluation period.

staff will award credit only in the areas specified in their contract, unless specifically approved, in advance, by the Curriculum Committee.

staff contracts will be the basis for evaluating staff work in teaching and carrying out their respective curriculum responsibilities.

Governance: staff must agree to be evaluated by the Staff Review Committee.

staff must participate in a minimum number of committees or aspects of the governing structure of the school. (In place of a committee membership, it may be possible to serve as supervisor of an area where there is a special need, i.e. supervisor of counselling.)

Operation: staff must share responsibility for opening and closing the school according to a schedule made up by the director.

staff must keep their respective work areas clean and share responsibility for cleaning common areas on a schedule made up by the director.

staff must attend staff and parent meetings.

staff must submit their schedules, including lunch time, to the Director and the Administrative Assistant to post on the wall. Unscheduled departures from the school must be registered with the Administrative Assistant, including the destination and telephone number where one can be reached.

the school is open seven hours per day. All staff will be responsible for working at least five hours per day with students in the school or in the community as directly related to their contractual responsibilities. Teachers will make clear which hours they will be in the school and accessible to the general student body.

staff absences should be noted by calling the school prior to 9 am and calling the school department at 272-4907.

open purchase orders will be the responsibility of only one staff member.

staff must fill out forms for field trips as indicated later; these must be submitted three weeks in advance so that 75% of the money to be expended can

be available to the staff member at the outset.

B. Students

ALP is a school in which you can feel free and responsible. With the help of your counsellor, you may design your own program of courses and experiences. Whatever your schedule, it will probably be flexible enough to allow you time to work, time to study, time to develop new skills, or time to enjoy new interests and friends. Also, ALP enables you to take part in decisions which effect the lives of everyone in the school - staff and students. It is a place in which you should be able to enjoy learning and being. It is also a resource - of persons, ideas, skills, which you need to utilize with intelligence and consideration of its limits. Think of your goals and how the school can help you to attain them. The following is an explanation of some of your rights and responsibilities.

Classes: You are responsible for getting to class on time and attending regularly. If you know in advance that you are going to miss a class, you should notify your teacher. If you are not going to be at your site placement, you should call and inform your supervisor as soon as possible. Remember, they are counting on your services and may need to find a replacement for you if you are not going to be there.

Before enrolling in a particular class, find out what the requirements are. How many classes can you miss and still get credit? What book will be used? What can you expect to learn? What do you need to already know to be able to do the work?

Classes are available in neighboring colleges and universities and in other high schools. There may be subjects which you want to study which are not available in the school or listed in the catalogue but which your counsellor may be able to find for you. Don't be afraid to ask; if we don't have it we may be able to find it.

Books given to you in class must be returned at the end of the course unless your teacher says otherwise. You are responsible for them as well as for any equipment which you use.

Once your schedule has been made out, a copy goes in your file, a copy goes home, and a copy is kept by your counsellor. If you drop or add a course during the semester, you should inform your counsellor of the change.

Noise: Although the school wants to maintain a comfortable atmosphere, respect must be given to classes and activities which are going on. The rooms are not soundproof. Try to be conscious of yourself and others around you by keeping noise at a minimum.

Cleaning: There will be limited janitorial services in the school. Primary responsibility for cleaning rests with staff and students.

Visitors: The school has many people from both in and out of state coming to visit and learn about our program. Our building is small and we try to limit the number of visitors who come at any one time by scheduling them ahead of time. Sometimes it is hard for the staff to keep track of who comes in and out. If you see someone you do not recognize, as a member of our community, by all means introduce yourself and ask them to do the same.

Students from other schools cannot visit ALP unless the director has been told ahead of time. And then, they can only visit occasionally. We cannot allow students from other schools to be at ALP when they should be in their own schools. Please cooperate by informing your friends that the Providence School Department holds us responsible for letting students stay who are from other schools and ask them to respect our visitors policy.

Friend of the School: Since we recognize that circumstances will occur in the lives of our students that may necessitate a leave of absence, a student sixteen years of age or older may request that he/she be given "Friend of the School" status. Such a request must be made two weeks prior to leaving and include the planned duration of the leave. Approval may be granted following a meeting between the student, the parents, counsellor, and the director. A student may not maintain Friend of the School status for longer than one academic year. During the time in which the student is on a leave of absence, he/she will continue to remain on the school's enrollment. Permission for such a leave must be granted in writing, signed by all three parties and placed in the student's file.

Providence Community Action Program: A limited number of paid site placements are available for students whose family income complies with OEO poverty guidelines. You can earn up to $25 a week. Your counsellor has a list of these site placements. Ask him/her about

them if you think you are eligible.

Evaluations: No grades are given. Instead, four times a year both students and staff write evaluations for work done during the previous quarter. Evaluations are kept for each student in his/her file (located in the office area) and are open to students at all times. During evaluation periods, student/staff/parent conferences will be held to talk about your work.

Graduation and Competency Requirements: See statement in Curriculum.

Attendance: Attendance requirements are determined for each course by the teacher.

Transportation: Bus Cards and Bus Tokens will be provided to all students. Bus tokens are to be used ONLY to get to and from site placements or to and from places in the city where students are doing research or other course work. They can be obtained from your counselor on a pre-arranged weekly schedule.

Book Policy: Books/articles will be provided for all courses, projects, etc. Because of very limited funds in this area, all books must be returned at the end of each quarter for use by others. A large number of books related to courses will be kept on reserve in the library. They will be loaned out for a brief period of time but they must be returned for use by others. Also, current college catalogs are kept in the library.

Telephone Policy: Students and staff will not be called to the phone except in emergencies. Out-going calls are permitted by students and staff for school-related business ONLY. The pay phone must be used for all other calls--it is located near the lounge area on the first floor.

Food: Generally, people will have to bring lunches or buy food at the neighborhood lunch counters. Eating together during communal lunch periods on Tuesdays and Thursdays from 1 pm - 2 pm is encouraged.

School Governance: See statement elsewhere.

Drugs: Drugs are not allowed on the ALP premises. If a student is caught dealing in drugs or smoking marijuana in the school building that student will be automatically suspended from school for 1 week.

A second offense will result in a two week suspension. A third offense in expulsion.

Hearings will be provided for any offender by the school's discipline committee with director and parents of the student present.

Student-Staff Roster: A complete listing of names/addresses/telephones of all school members. Please make sure we have your correct address/phone so it doesn't get printed wrong. Available during the second week of school.

Personal Belongings: We assume no responsibility for loss of your personal property. You must keep a careful and constant watch on your things. Carry them with you at all times. We're trying to get lockers, but it'll take awhile.

Library Cards: Available at Providence Main Library (three blocks from us) for students from both in and out of Providence. Use of this library is highly recommended. Also, a limited number of cards are available for use of the Brown University Library. Ask Sandy.

Bulletin Board: There will be a bulletin board located at the main office which lists all the activities of the week. Consult it regularly.

C. Volunteers

There are a number of persons who are interested in aspects of the school or alternate education in general; there are also persons whose skills and services would be of use to the ALP community through courses, presentations, etc. Over the life of the school, the use of volunteers has fluctuated widely. Many have brought real talent and interests to our pupils; some have not functioned consistently enough to be really helpful. Volunteers also may have difficulty in understanding the nature of the school, and the expectations that pupils, parents, staff, and others may have. They may feel fragmented and isolated from the general direction and "feeling" of the school.

To meet those needs, it is expected that volunteers will:

be interviewed be the Staff Review Committee as to their interests, directions, and goals for participating in the school and to interview the committee for their

insights and experiences and expectations in regard to the school.

be expected to visit and participate in a range of activities in the school prior to their more complete involvement. This should include a range of 3-5 classes, committee meetings, as well as discussions with staff and students. They should also review the staff and student handbooks and the catalogue.

be expected to write a proposal for a course experience that can be reviewed by the Curriculum Committee. If there should be difficulties in their developing an acceptable proposal, a staff member in the appropriate area will work with them.

have a particular staff member as contact person.

Incidental visitors, or persons making a presentation on a limited basis will not need such involvement. However, persons who are going to "assist" in a course with a regular staff member should still be reviewed by Staff Review.

Volunteers who meet these criteria (and part-time staff) will be eligible for full participation in the community of the school.

D. Parents

The school exists to enable students to develop skills and a positive sense of self; those can best be accomplished with the cooperation and support of parents. There are a range of rights which parents have in any school. Some of the most important are listed in the hope of encouraging parents to more fully participate in the school, including to inspect the records of your child, to sit in classes, to discuss problems with teachers, to seek remedial help, to participate in community meetings, and to participate in decisions which affect the school as a whole. Parents are invited; those invitations will be meaningful only so long as staff makes a continued effort to include their participation and respect their interest and values.

It is not possible for a staff handbook to mandate the responsibilities for parents. It can list responsibilities they would like the parents to act on.

Encourage your son/daughter to participate actively in all aspects of the school, to take their responsibilities seriously and con-

tinually by attending all classes and meeting all responsibilities of their courses and experiences.

Review the student's schedule for each quarter to understand the student commitments, to encourage their fulfilling it, and to be supportive of their attempts.

Review carefully the evaluations made by the teachers in each quarter to see the nature of the student's performance.

Discuss the evaluations and schedules with your son/daughter.

Be responsive to student concerns about classes and teachers by coming to the school and talking with staff about problems and concerns.

Be an advocate of your son/daughter in regard to the school; we wish to do well by him/her; you can help us by being sure we deliver to your child what is promised.

Participate in the decision-making of the school by functioning on committees.

III. Governance and Decision-Making

A. General Principles and History of Governance

Fundamental to the concept of alternativism is the need for making choices, and for assuming self/group control over decisions that influence the lives of the participants. At ALP, there has been a continual emphasis on the school as a "community" or as being community-based, although the meaning of these terms for decision-making has not been clearly defined or consistent during the life of the school. The question of sharing power has been a continual concern for participants in the school. The staff has attempted to use the experience of individual and group decisions as a means to developing a consciousness of political and societal responsibility.

There is a general acceptance of the principle that individuals should have prime control over their own lives; acting on that principle has been difficult. Students have considerable choice and influence over their personal schedule of courses and experiences, as do the staff. However, the control over the general proceedings of the school has been a cause of considerable conflict which has caused dis-satisfaction and impeded necessary decisions. Participants have tended to view the world of governing in polar form; either each individual controls all aspects of their own

experience or rule will be provided by an impersonal and insensitive bureaucracy. These disagreements have caused considerable anguish to students and staff in the past year as disagreements surfaced without very fully developed means of conflict resolution.

Governance by consensus through the form of "town meetings" has been attempted and has been the central focus of the school's activities at times. It may have served the function to involve some students in the process and to sensitize them to the nature of politics. However, innumerable instances have occurred where decisions were delayed or were made by the individuals most immediately pressed by need (the director, other staff) without the explicit consent, participation, or choice by the community. There has been considerable disagreement and conflict as to whether this decision-making process subverts or fulfills the concept of community. Two aspects of the disagreement intensified the feeling of the participants: there were no means or procedures for resolving conflicts when consensus was not possible and there were difficulties in understanding who was actually making decisions in this form of governance.

The mechanics of consensus have been a continual concern. It has been extraordinarily difficult to find the time, place, or instance where the community could gather conveniently. The communication network has made it difficult for those actually in attendance at a meeting to have even a minimum knowledge of the issues or related events to be able to make informed, intelligent decisions. Meetings tended to be dominated by those persons who were verbally skilled and forceful enough to capture the interest and momentum of the meeting - and those with such skills tended to be staff. With little information on the issues, there tended to be little definition of alternative choices available. Increasingly, the discussions led to ideological issues of what position was the more "just" or "humane" or "free." Often philosophically interesting (though very repetitious), these discussions did not solve problems nor enable different sides to see much legitimacy in the positions of others. Operationally, the "community" became that particular group which could assemble around a specific issue rather than a group with commitments to a long-term process of sharing, elaborating, and understanding differences along with solving imme-

diate problems.

Proceeding has posed some problems; more fundamental is the definition of community which underlies the process of consensus. There is an expectation that all problems, disagreements, and conflicting interests would disappear if there were enough time and goodwill to resolve them. There has been less attention given to some of the real interests that may divide persons who are participants in the school. With the freedom of action which the school provided to individual staff and students, there was the expectation that the individual would act in the interest of the community. This has not been consistently borne out, not due to ill will or perversity but because individuals have acted on a definition of group interest that was actually a manifestation of their own views. Without consideration of the needs and rights of others and without mechanisms for deciding issues of real conflict, there can be a destruction of community and considerable mistrust.

B. Present Organization

These concerns caused ALP to seek other sources of ideas on governance, particularly in defining "community" and in defining a structure that reflects the experience of other alternative schools as well as the literature of group processes. The nature of the community was defined as:

> membership is valued as an end in itself, not merely as a means to other ends
> there is concern with many and significant aspects of the lives of members
> there are competing interests and factions for many questions
> there is shared responsibility for the actions of the group
> there is extensive personal contact among the members
> there are shared common purposes so that there is a need for procedures for handling conflicts within the group.

The present decision-making of the ALP includes a structure that balances the individual's interest and responsibility to ALP's collective membership. It assumes that there must be an interdependence between the members of the community and that the process of committee functioning is the most effective mode of attaining that interdependence. Governance includes the maintenance of a communications system to inform each committee and the community at large about events, issues, data, and the alternative courses of

action available. This communication system will include periodic publication of the activities and issues of the school, hearings to be held by committees as necessary and a regular posting of times of committee meetings, agendas of committee activities, committee membership, minutes of meetings, and definition of decisions made.

More specifically, community decision-making operates on several levels. There are:

- committees specifically charged with certain functions which will make recommendations to
- the Director, who will be charged with the final responsibility subject to a check by
- a Town Meeting procedure which will enable the community at large to challenge and question the functioning of the committees and/or the Director.

Recommendations made on the basis of information, of careful deliberation and of participation by all segments of the community will enable the Director to be bounded by the interests and the research of the collective membership. This structure is intended to enable all members of the community to share authority and responsibility. It also has specific procedures for conflict resolution developed in advance and on varied levels, as defined in the Committee procedures and functioning.

1. Committee Procedures

Committee membership: Each committee will consist of a minimum of 6 persons, 2 students, 2 parents, and 2 staff. The students and parents need represent low, middle, and high income, approximately mixed by race and sex. A quorum of 5 members is necessary to conduct business and make recommendations, including parents, students, and staff. While no maximum membership is defined, it is expected that 15-16 (proportionally divided) is the highest membership that can be expected to function effectively. Participants will make a commitment to continuous participation in the work and responsibility of the committee. (Students will be encouraged to develop Independent Study Contracts on Governance to enable them to develop skills of organization and to utilize the experience of the Committee as part of their "credited" learning experience.)

Committee operations: Committees are to function as task-oriented groups, following several specific steps to enable the

group to work together effeciently.

the chairpersons will be responsible for organizing the work of the committee, and to move it to complete its responsibilities.
the secretary (which may be rotated) will take minutes of the meetings and make careful, legible copies for the committee and to be posted and sent to the steering committee.
the committee as a whole, with the leadership of the chairperson will define procedures for operating, including whether Roberts Rules or some alternative procedure will be followed. This will include rules for voting on issues by the regular members of the committee.
define the necessary steps to gather information and make recommendations.
determine the amount of time allocated for each step.
determine participants' responsibilities for getting and analyzing information and for discussion.
define the persons, topics, data to be sought in the deliberations.
define the agendas for successive meetings, including
    tasks to be completed
    approximate time allocated for discussion for each item
    responsibilities of individual members
    definition of alternative decisions under discussion

Each meeting will include the following procedures:

acceptance or specific modification of the agenda priorities
continuous polling or seeking views of less active members, functioning in a supportive way to encourage participation and divergent ideas
continuous refocus by the chairperson (or other) as is necessary to enable the meeting to complete its tasks

Examples of meeting minutes and agendas follow.

(Example of Committee Agenda)

AD HOC CAUCUS: meeting Tuesday, April 22 5/5/5/5/5/5/5

10 min. limit 1. Acceptance or modification of minutes of meeting of April 8.

2. Definition and modification of agenda (as follows).

15 min. 3. Report from committees on meeting times, progress, and needs.

Budget
Discipline
Curriculum
Graduation
Parents
Communication

25 min. 4. Initial definition of the functions of committees; what do they conceive as being an "appropriate" responsibility and ways to proceed on their work. Comments, questions, and elaboration leading into the next topic.

20 min. 5. Initial definition of the ways and schedule of intersection of the varied committees; how can the separate tasks of the committees be coordinated so that they can function well. Definition of time-lines and sequences of activities.

(It is expected that this may be approximate and our decisions tentative; there will be further thought and definition for the meeting next week.)

10 min. 6. Report on preliminary reviews of "credit" for third quarter.

25 min. 7. Responsibilities for next week and tentatvie agenda for that meeting; review of the processes of today's meeting.

Recruit new members, particularly students?

(Example of Committee Minutes)

CURRICULUM COMMITTEE MINUTES - Tues., May 6, 1975

Attending:	Natalie, Chair.	staff
	Gordon, secretary	staff
	Al	parent
	David	student
	Connie	staff
	Kii-chii	student
	Don	parent-staff
	Martha	staff
	Art	staff
	Jim	staff
	Tom	student

Natalie ruled that a quorum was present for the purposes of this meeting.

She asked if we should lower the numbers of the quorum and/or abandon the proportion-rule (parent/student/staff).

Art agreed that a lower quorum was only practical. It was proposed and agreed by consensus that the numbers of the quorum be lowered to 2/2/2. Natalie said that we would move ahead and expect a quorum tomorrow.

Al asked why we did not go back to this year's curriculum and simply build from it (change, add, delete, etc.). He asked students present how they liked the present curriculum.

Tom said that he liked the fourth quarter catalog of classes because his personal interests were well served by it. (The law course, in particular.)

David did not like the catalog since too many basic English courses suddenly appeared in the catalog. A lack of balance. It was agreed that this was in opposition to the general goals of this year's curriculum which called for a balance between basic courses and advanced academic courses. David expects an effort on the part of the staff to work this balance.

Kii-chii said that she had found the school curriculum to be more and more interesting as the year progressed. She said that her own increased interest was delayed by the time it took her to "get herself back together again" after a time out of school.

Natalie analysed the needs expressed by the students who spoke above as:

1. a balance in the nature and the level of courses offered.
2. an opportunity for intensive work in a single area of personal interest.
3. an opportunity for the student to re-integrate himself into the school experience after being away from the

class-room.

Don proposed that we can achieve only so much variety in the courses offered with our present resources. He also proposed that the general goals of the school have already been stated and that there is no need for this re-examination.

Gordon insisted that the re-examination was an important task of this committee, and Natalie stated that we must and indeed are moving from the general to the specific.

Al stated that the great strength of the school should be its flexibility. Can we determine a core of study areas and courses that seem to fulfill the needs in general of our community? Then - step two - find a possible source of teachers to work in those areas - then three - offer these areas to students to determine their desires. Finally, set up classes in desired areas using not only staff but community resources. Flexibility, Al repeated.

Don spoke of the desirability of helping students to construct their own education, that we should help them to use their own resources.

Art reminded us that this stance - while a "good one" - can easily degenerate into irresponsibility on the part of both students and staff.

Al brought us back to the idea of a "core" to which all work in the school could relate. It should be small - a group of absolutes. He reminded us that a core too often grows as a cancer.

Natalie asked that we consider adopting for the curriculum:

1. basic skills requirement: before graduating, a student must demonstrate competence in English and Math. (Al asked her to consider calling English "Reading and Writing,")
2. a series of work-oriented learning experiences and other non-academic experiences, using knowledgeable students as supervised teachers for perhaps both credit and pay.
3. a comparable series of learning experiences with an academic orientation, using student teachers as above.

She offered our present "youth counseling" program as an example.

Tom stated that students need more help in determining just what community resources are available, not leaving this to accident.

Gordon spoke of the relative inability of the individual counselor to be up-to-date in knowing all that the community can offer in resources.

Al proposed a class, an effort to discover what is available in community resources, and Natalie proposed a "yellow pages" effort to list those resources.

Don suggested that we take some time at the beginning of the school year for an orientation of students to the school and to community resources. A series of workshops.

Tom agreed that he wanted an orientation, a chance to meet with teachers and learn what they are offering, to learn "what it's all about." He suggested that counselors could at that time introduce students to outside resources.

Mii-chii seconded Tom's picture of the orientation, but David stated that he could not "get with" the question of orientation at the beginning of school.

Natalie asked the committee to consider before tomorrow's meeting:

1. the nature of the possible orientation
2. the decision of basic skills and how competency would be defined.

2. Committees and their function, leading to recommendations to the Director:

Steering Committee: Monitoring the activities and functioning of the Director in regard to his/her performance of duties and liaison with the Providence School Department
Communicate the workings and decisions of other committees to the larger community through newsletters and postings
Monitor the agendas and actions of the other committees to coordinate and integrate their work
Adjudicate conflicts of jurisdiction between varied committees
Monitor the implementation of policies by the varied committees and the Director

Staff Review Committee: Develop criteria for varied jobs within the school
Develop and elaborate procedures for review of staff
Evaluate individual staff members by varied observations, interview of students and staff, and analysis of their fulfillments of contracts
Define staff needs as a consequence of the above activities
Develop and act on procedures for interviewing and hiring new staff and removing staff whose work is continually deficient
Serve as a support mechanism for staff with difficulties by seeking resources and consultation which can be helpful
Interview and make judgement on volunteers
Review data on course-completion rate by pupils to assess student-staff interactions

Curriculum Committee: Review and assess the school's priorities and allocation of resources (money and staff time) in the varied curricular areas
Define priorities for the year and successive quarters
Define general criteria for courses to be used by staff in developing courses and procedures
Review the distribution of courses offered and taken in each quarter and the amount of credit given by the individual instructors
Review the independent study proposals each quarter and balance staff workload, in consultation with the Staff Review Committee

Graduation Review Committee: Define and clarify the procedures for graduation
Plan graduation

Serve as a board of review for all applicants for graduation

Discipline Committee: Develop procedures for resolving conflicts between individual members of the community
Serve as hearing board for persons accused of violating the procedures or property of the community

Budget Committee: Review past budget expenditure in the varied areas
Review the budgetary expectations for each quarter throughout the year
Compare actual expenditure to allocation in order to define successive budget needs
Define budgetary priorities for the year
Work with the Director to prepare the budget for next year

The first task for each committee in September will be to develop a calendar of concerns and tasks for their operating over the course of the year.

3. The Director

The organizational structure seeks to make the internal role of the Director as leader and administrator consistent with the legally defined role by the Providence School Department; concurrently, the sharing of authority with the committees is to make the Director the legitimate spokesman of the will of the school community. The Director has specific administrative functions to the school departments and within the school. The Director's role in governance is:

- to organize the committee structure, including naming the Chairpersons of each Committee,
- to facilitate the participation in the committees by students and parents, and
- to support and reinforce persons on committees functioning properly by acting consistent with the procedures himself.

Most important is the working with the Committee chairpersons and the Steering Committee to rationalize a Master Schedule of Committee Activity for the year so that each committee can meet its own charge and also fully cooperate with committees which overlap in responsibility.

4. The Town Meeting

The Governing Board, in passing its power to a system of

committee recommendations to the Director, provided for appeal to a town meeting, but did not specify its procedures.

Since the intent is to check the powers of the committees and the Director, it must be easily assembled by members of the community who wish to question and openly discuss specific decisions. But since its action follows the considerable effort and thought of the working committees its power should not be subject to a few members of the community. It should express the will of a sizable proportion of the community.

We take the following conditions to be necessary for a town meeting to overturn a decision:

1. That all members of the community - students, parents, and staff - be notified in writing at least one week in advance of the agenda of the town meeting.

2. That any group or individual within the school may call a town meeting by collecting 25 signatures from within the community on a petition stating the intended town meeting agenda; mailing of the agenda and ballot must be coordinated by the school's secretary.

3. That only agenda items so posted by subject to a vote.

4. That prior to any mailing the group or individual planning to call a town meeting must notify the Director and the chairperson(s) of the relevant committee(s) of their intention and these two are required to meet with the persons seeking the town meeting to discuss the group's position.

5. That the chairperson of the town meeting will be the chairperson of the curriculum committee; if the issue is curricular the chairperson will be the chairperson of the staff review committee, etc.

6. That the meeting will begin with opportunities for speaking by the Director and persons initiating the petition.

7. That votes may be cast either in person or on written ballots provided with the agenda and then mailed or delivered to the school's secretary.

8. That voting be conducted on a one-person one-vote basis, figuring one vote per students (now roughly 125), one vote per set of parents or guardians (again roughly 125), and one vote per staff member (now roughly 20, full and part-time).

9. That a motion to overturn a decision requires the approval

of the majority of those voting, with a minimum of 1/3 of the total votes of the community needed to carry (now roughly 85).

10. That decisions concerning hiring, expenditures of money, and contracts with outside individuals and organizations can be overturned only within three weeks of the original decision.

11. That any failed motion to overturn a decision nevertheless requires from the Director and the chairperson(s) of the relevant committee(s) a full and complete explanation of their reasons for supporting the decision.

IV. Counselling

The purpose of counselling is to enable the students to make full use of the resources of the school, to engage student personal concerns, and to provide advocates for the counsellees in situations where there is a need for such support. Central to the counselling function is to help the student develop attainable goals, to assess their development and needs and to select experiences that will help provide growth in skills and self-worth. There are some formal procedures suggested in this section which can complement the individual efforts of staff as counsellors and which can help develop student skill in self-assessment and use of the school as a means of development.

Students have the option of choosing a counselor at the start of each year; part of the orientation week will be utilized for students to become acquainted with staff members. If there are no clear preferences and choices, the students will be assigned, with some consideration of balancing the demands on varied staff members. There may well be changes during the year or in successive years. If students wish to initiate changes in their counselor, they should discuss it with the counselor or the Director.

All full-time staff at the Alternate Learning Project are assigned a group of students to counsel and generally guide through their experiences, both academic and personal. While the counseling relationships include some of the most successful and rewarding experiences in the school, they often challenge the staff in ways no other aspect of the school can. Good counseling relationships are rarely easily or quickly developed. They require much time, effort, and patience since unknown and unpredictable circumstances

in the students' lives are factors in the relationship. There are times when the counsellee may relate better and/or feel closer to another counselor; these instances should not be seen as failures but as unavoidable happenings in the changing sense of self on the part of the counsellee. In some cases, the counsellor may suggest that his/her counsellee switch to another staff member. In such cases, the counsellor should discuss the possibility and appropriateness with either the head of counselling and/or the Director so that the situation can consider the existing demands on the time of a new counsellor, the usefulness of the switch for the counsellee and the appropriate timing and preparation for such a move.

Specific counselling involves examination of goals and attainment, selection of courses, experiences and teachers, and supportive feedback on growth and needs. The more formal aspects of the counselling will be concentrated at the beginning of the year, and in the transition between quarters. A specific outline of activities for the counsellee and counsellor to pursue is described below.

A. Goal setting

The importance of goal-setting, self-assessment and careful use of school resources is emphasized by the inclusion of a "curriculum" on decision-making and self-assessment to be included as an element of the counselling function. It will include the "normal" and informal aspects of counselling; in addition, a student will be granted one credit in personal development/decision-making when the following criteria is met (and the appropriate forms submitted):

- each successive quarter, a Goals work sheet is included in the folder (a minimum of 3)
- for each course taken, the student will fill out a carefully developed evaluation (a minimum of 75% of courses)
- at the beginning of the year and the ending, student will engage in a careful self-assessment of competencies, development and growth (a minimum of 2; the initial assessment could be completed as late as the ending of the first quarter)
- each of these will be subject to a qualitative analysis by the counsellor so that the succession of evaluation is of continuous and/or developing complexity and quality

Note: these are not intended as writing skills; for those students whose limited writing skills may interfere with activities, the tasks could be initially accomplished orally and the counsellor take

the responsibility for the actual writing or outlining. The expectation is that the exercises will be thoughtful; that may or may not be well-written depending on the student's skill.

B. Counselling Procedures

At the beginning of the school year, the counsellor will:

1. Review the student's interests, skills, and competencies, including an assessment of their academic record, credits, and needs.

2. Work with the student in preparing a definition or statement of goals for the year, for their time in the school, for the future in general. A suggested format for this activity is included in this section; see Goal Setting. It the student is planning to apply to college the counsellor should review the materials on this process with them.

3. Review the student handbook with the counsellee, particularly to emphasize the expectations and responsibilities of the students as well as their rights as a member of the community.

4. Review the course catalogue, examining options and possibilities that would appear to be compatible with the student needs and goals. Also suggest some possibilities that might be clear extensions and risks for the students so as to expand their repertoire of concerns.

5. Review the process of course evaluation with students, using sample evaluations to clarify what is expected.

6. Based on these conversations, help the student fill out copies of :

(a) the schedule of courses for the first quarter,

(b) the goals statement, including specific reference to the first quarter course selection, and

(c) the planning worksheet

These should be completed in triplicate, with one copy for the student, one for the counsellor, and one for the student file.

At the midpoint of the quarter, the counsellor should meet with their counsellee to review their progress at that point. It should include completing the Planning Worksheet, with particular emphasis on effort to attain completion of activities or to consciously drop from participating in the class. Serious difficulties should be reviewed with individual teachers; if there are serious

general concerns about the student's progress or personal problems, it should be reviewed with the Director, with the possibility of contacting the parents.

At the end of each quarter, there is a week set aside for counselling. Your formal meetings with counsellees should include the following steps:

1. Be sure that they bring course evaluations, a draft of their review of the quarter, and a proposed schedule of courses for the next quarter.

2. Be sure that you have course evaluation forms from each of the instructors.

3. Review the work of the last quarter, with particular emphasis on successes, with serious difficulties, and on significant differences in perception between the student and hi/her instructor(s).

4. Based on these discussions and review, help the student fill out copies of the (a) course schedule, and (b) planning worksheet for the next quarter.

At the end of the year, the above will be augmented by completion of the evaluation for the year in relation to goals, self-development, and the resources of the school. For those students who wish to graduate, this statement will be included in what is submitted to the Graduation Board of Review.

NOTE: Counsellor need be aware that the credit system for other Providence public schools is framed in terms of times served and mere credits required. Consult the graduation requirement section under the Curriculum.

PLANNING WORKSHEET FOR QUARTER 1 2 3 4

name_____counselor_____date_____

I. Planning

What do you want to do? or, What is your goal?

How will the courses you select enable you to do it?

II. Checking

How is it going? How have you and your instructors meshed expectations? What can be done about it now?

III. Evaluating the total program (you should include completion of and review of course evaluation forms)

How did it work out? What were the strengths and weaknesses? of courses? of self?

Example of GOALS SETTING:

SELF-ANALYSIS AND THE USE OF SCHOOL RESOURCES

The ALP community is made up of students who seek various competencies and staff who organize courses and experiences to meet those needs. At the beginning of the year and at the end, you are asked to take a careful look at yourself and the resources available for development. You determine goals that can direct your learning experience. This form lists a series of concerns and procedures you can follow in setting goals. You are asked to work with your counsellor to develop a statement of goals. This will be kept in your folder and can be reviewed each time you make further decisions.

1. Choose goals that fit needs and purposes. An illustrative list of goals follows and may stimulate your thinking. People who have purposes in life or have thought carefully about what they want to do generally achieve their objective. As you consider goals, think about some of these questions:

A. What do I want to be like? What kind of a person?

B. What are my strengths, weaknesses, hobbies, talents?

C. What should I try to accomplish today? this week? this year?

D. What career plans do I have?

These are important questions and your answers may shift with time. You may wish to note persons who you have talked with or should talk with in regard to your goals.

2. Plan a schedule of activities that helps achieve the goals you have selected. Many kinds of ativities are possible while attending the ALP. Explore the school, study the new posters that keep appearing, ask around about things going on at school or elsewhere. Don't be afraid to change your schedule or to drop a class as time goes on. Naturally, people shouldn't change because of a whim, but on the other hand, don't stay in the same class because you think the teacher's feelings may be hurt if you drop. When you have made out your schedule, give your advisor a copy. Your goals and schedules constitute an important part of the records that show what your plans and activities were over the years.

A. Carefully examine the master schedule. Go through it item by item, starring or checking those items that seem interesting. You might want to circle those you don't know anything about, check those you have never tried, and underline those you have tried but want to try again.

B. Check the lists of activities posted in each of the resource areas. There will be many items on these lists. Some will be

appropriate to help you accomplish your goals.

C. Be sure to check the posters of various activities on walls throughout the school building. New ones appear daily.

C. Relation to Parents

Becoming effective counsellors is at once the most satisfying and the most challenging task facing a staff member. It is the counsellor's role to help students develop in a variety of ways. This means that as well as fostering a student's intellectual growth, a counsellor participates in the lives of the student as a friend as well. Often, one of the most important aspects of this relationship is the extent to which a counsellor can serve as an intermediary between the student and his/her parents. The family experience is a strong and powerful influence on the growth of a child and the school recognizes that in order to help a student develop full potential and uniqueness, parents must also be helped to understand and interpret their son and daughter's experience at the school.

Contact with parents should be established immediately. By the second week of classes, counsellors must send home the student's schedule, a letter which explains ALP's governing structure, and an invitation for parents to serve on our governing committees. Following up with an introductory telephone call may help improve communication. Parents may need to be convinced that we do seek their serious participation in the school. At the conclusion of each evaluation period, parents must be contacted again, particularly if communication has not been extensive, and informed of their child's progress and of any schedule changes during the quarter.

Occasionally, you may find that students do not wish a counsellor to establish a relationship with their parents. For students who are seeking to affirm their own identities as independent adults, the inclusion of parents in their "education" lives may feel like an intrusion, and it may in fact create considerable resentment. There is certainly no single answer to this dilemma. That the school encourages and respects the principle of parental involvement should be made clear to all members of the community. That it respect confidences between student and counsellor and counsellor and parent should also be frankly acknowledged. However, the counsellor is foremost a facilitator of student growth. As such, he/she has a responsibility to insure that students come face to face with all dimensions of their lives. Accumulating "confi-

dences" may serve to separate instead of integrate these dimensions. It is therefore incumbent upon counsellors to weigh carefully the direction in which they will take negative expressions of feelings -- both from parents toward their child and the child towards their parents. While there will certainly be cases in which parents and children cannot discuss concerns together at one sitting, the goal should be to bring them together at some point and attempt to establish some degree of honesty and trust between them which will both enhance the relationship and free the student to feel comfortable and good about his/her achievements or goals.

There are limits to how much you can do and, in fact, how much you should do. Our students are burgeoning adults; they should be made aware of possibilities and consequences; they should be guided and befriended. Beyond this, no one can go.

D. Evaluations and Record Keeping

Counsellors are responsible for keeping up to date the file on each of their counsellees. No grades are assigned to students but rather at the end of each quarter, both students and staff write evaluations for the work completed. Counselors must see that all evaluations on their counsellees are turned in and placed in the file. These files are open to both students and parents at all times. If ever anything is temporarily removed from a file, counsellors must remind themselves and others of the importance of returning it.

Evaluations must be filled out by every staff member who wishes to give credit for any undertaking to a student. Evaluation forms are available for both staff and students (see sample) or each can feel free to creat their own form. In any event evaluations should include (1) a course description, (2) a course syllabus, (3) specific reference to the skill attainment of the student. Remember that these evaluations are often quoted in a student's college transcript. Since they replace grades and are really our only source of recording accomplishments of the student, they should be done in detail. In the event of more intimate comments, these should be included but noted that they should not be sent beyond the school.

E. College Bound Students

Students interested in attending college the following year should begin preparing, with the help of their counsellor, in the fall. Students, together with their counsellor, should begin by making a general list of schools that are appropriate for the student to attend with respect to his/her academic standing and future interest. Students are then responsible for writing to these schools requesting applications and catalogues. If the student is in need of financial aid, he/she should mention this to the college since many of them have a separate scholarship application. "Normal college" requirements are: four years of English, one year of lab science, two years of foreign language, and two years of math.

Testing

Most schools will require applicants to take the Scholastic Aptitude Test (SAT) and some will also require a number of Achievement Tests. Both of these tests are offered concurrently in area test centers on the following dates:

November 1, 1975
December 6, 1975
January 24, 1976
April 3, 1976
June 5, 1976

The deadlines for applying for these tests are:

September 26, 1975
October 31, 1975
December 19, 1975
February 27, 1976
April 30, 1976

Students applying for admissions for the following September should try to complete their testing by the December 6, 1975 test date.

College Transcript

Counsellors are responsible for keeping close track of all deadline dates as regards their counsellees' applications to college. Colleges will request that counsellors send in a secondary school report on all applicants. The ALP secondary school report includes a standard cover letter, an ALP transcript, a transcript from previous schooling, course descriptions, and an essay that personally assesses the student. An example of a secondary school report can be found on the following pages. Since ALP does not

assign grades to students, the counsellor's essay should take care to include excerpts from the student evaluations.

(Sample transcript)

Providence, R.I. 02903

_____
Date

Dear Madame/Sir:

Enclosed you will find the following information:

A. A brief explanation of the Alternate Learning Project

B. John Doe's official transcript for work done at ALP

C. An official transcript for work done in previous school(s)

D. Course descriptions for those courses the content of which is not clear by title

E. A Counsellor's Report which personally assesses the student and makes specific reference to the quality of his/her course and/or project work.

N.B. Grades are not assigned to ALP students. They receive either Credit, No Credit, or Credit with Distinction. Credit indicates that the student has completed all of the assigned work and has, to a satisfactory degree, attained the particular skills being taught. Credit with Distinction indicates superior performance.

_____
Counsellor's Signature

If there are any questions, please do not hesitate to contact me.

ALTERNATE LEARNING PROJECT

180 PINE STREET
PROVIDENCE, RHODE ISLAND 02903
(401) 272-1450

Date January 28, 1974

Name _____
LAST FIRST MIDDLE

Address _____
STREET AND NUMBER CITY STATE ZIP

Mailing Address (if different from above) _____

Date of Birth _____ Date of Enrollment at Alternate Learning Project September, 197

No. of Years of Attendance Two Date of Graduation June, 1974

High School Previously Attended Johnston H.S. Johnston Rhode Island
Hope H.S. Providence Rhode Island
CITY STATE

No. of Years of Attendance Johnston (2) Hope (1 semester) (See attached transcript for previous high school reco

COURSE TITLE (*)	DATE OF COURSE		CREDIT/AUDIT
	1st Sem	2nd Sem	
Seminar*	1972	1973	Credit
Life Drawing	1972	1973	Credit
Ceramics	1972	1973	Credit#
Fashion Design	1972	1973	Credit#
Silk Screening (Rhode Island School of Design Evening School)	1972		Credit
Freedom and Evil in Literature		1973	Credit#
	1st Qtr.	2nd Qtr.	
Critical Writing	1973	1973-4	Credit
General Math Review	1973	1973-4	Credit#
Women's Group*	1973	1973-4	Credit#
Life Drawing	1973	1973-4	Credit#
Stages of Life Seminar	1973		Credit#
Painting (Rhode Island School of Design)	1973	1973-4	Credit
Psychology of Money (2 wk. course)		1973-4	Credit
Independent Project in Art		1973-4	+

(*) See attached for course descriptions and comments on student's work.
(+) Courses currently in progress.

#With distinction

Of last year's graduating class_____% applied and_____% were accepted to a four-year college.
Of this year's graduating class_____% plan to attend a four-year college.
I recommend this student to _____(name of colle

	NOT RECOMMENDED	WITHOUT ENTHUSIASM	FAIRLY STRONGLY	STRONGLY	ENTHUSIASTICALI
for academic promise	☐	☐	☐	☐	☐
for character and personal promise	☐	☐	☐	☐	☐
overall recommendation	☐	☐	☐	☐	☐

_____
COUNSELOR'S SIGNATURE

ALTERNATE LEARNING PROJECT
180 Pine Street
Providence, Rhode Island 02903

Name_____

Last First Middle

*Course Descriptions
(Course descriptions are outlined only for those courses the content of which is unclear by title)

SEMINAR - An attempt to explore the hidden and not so hidden dimensions of our lives:
- Those aspects of our behavior which we take for granted and about which we structure our lives or by which we have them structured for us
- The institutions which reach out to meet us as we are "growing up" and the values and roles they hand us
- The past and present responses to the socialization process and a look at alternate life styles. The course makes extensive use of films, selected reading and interpersonal exercises and discussions.

WOMEN'S GROUP - The intent of the Women's Group is to give an idea of the vastness of the problems involved in the issues of "Women and Society," to give a sense of the variety of statements of these problems and to see them as they relate to our lives as women. The following problems serve as a basis for our reading and discussion:
1. Are women born or made? Are we formed by our biology, our economic system, or our culture?
2. Are women oppressed? If so, by who or what?
3. Do women have a history and culture of our own?
4. What alternatives do women have now?

STAGES OF LIFE SEMINAR - The Stages of Life seminar starts off with birth, ends with death and covers a lot of the space in-between. We will talk, read and think about infants, children, adolescents, "adults," middle-aged people, and old people: what life is like at different points along the way. The course will include readings, films, and will require some short and one long paper.

ARTS/HUMANITIES WORKSHOP - This course will focus on what seems all too familiar to us and teach us to see what our city really is. The course will include exercises in observation ranging from the microscopic to the aerial view, using writing, drawing, photography, taping, and other media. A lot of time will be spent exploring the streets, parks, rivers, cemeteries and various neighborhoods of the city. Guest speakers will guide us in understanding the geology, history, wildlife, political structure, ecology, etc. Each student must keep a journal during the course.

ALTERNATE LEARNING PROJECT
180 Pine Street
Providence, Rhode Island 02903

COUNSELLOR'S REPORT

_____ entered the Alternate Learning Project in September 1972. Six months before she had dropped out of Hope High School. Her records showed her to be a bright young woman, "stable and mature." However, although _____ had indeed maintained a high level of achievement, she was, in fact, considerably disheartened. Her real passion and incentive sprang from her work in art. School was not supportive. Courses were either not available, or so fundamental as to be wholly unrewarding. _____decision to drop out of school was a result of a personally irreconcilable frustration with her"education." She needed an environment that would allow all parts of her life to converge into balance and wholeness. Still, as the months rolled into each other, _____ also acknowledged that being at home and pursuing her art and reading and sewing on her own did not relieve the restlessness or the dissatisfaction. _____ is a student in the real meaning of the word. Her desire to learn, to be guided into the exploration of her creative imagination is genuine and compelling. Thus, she arrived at the Alternate Learning Project and school once more.

Encouraged by the offering, _____ registered for a number of art courses as well as some standard and not-so standard classes. Almost immediately her spirit lifted and she plunged relentlessly into her work. It has been a productive and satisfying time for her, not only in her opinion, but in the opinion of her instructors as well. The following are selections from various evaluations:

Ceramics - "_____ is extremely imaginative and creative...She approaches class with enthusiasm, proposes and develops new ideas... values her own work and is sought out by other students."

Fashion Design - "It is refreshing to find a student who has such a keen desire to learn and an imagination to match it. It is always helpful to start out with some raw talent and this student has enough to make a career out of design."

Life Drawing - November 1973/"_____ is continuing to develop her understanding of the figure and of the process of drawing. Her work has matured...Talent, curiosity and hard work are all helping _____ to become a good artist. Her only weakness is that she tends to work in a similar style a lot of the time, but she readily acknowledges this mistake and is always willing to try something new." January 1974/ "_____ continues to grow...Her work is excellent - she has not disappointed me in the least."

Critical Writing - "_____ is a thoughtful and intelligent student. She reads closely, aware of both literal and figurative meaning. _____'s essays effectively explore connotative values and context... with each paper she gains more and more control over her prose."

Stages of Life Seminar - "...has a good sense of what her abilities are, what her weaknesses are, what to hope for and be working on... has read intensively and thought deeply about the readings. She has faithfully and competently completed all assignments for the course. We consider her a stable force in the class."

_____ is a serious student. She takes full responsibility for her growth as an artist and as a woman. Although she came to the Alternate Learning Project primarily to pursue art, she found she also enjoyed writing, the seminars, literature courses, etc. Her eagerness and openness, her sensitivity and her willingness to confront and strengthen her weaknesses are remarked upon by all her teachers. Her strong sense of integrity and purpose is deep and unmistakable. She has an understanding of discipline and perseverance which is quite rare.

I am confident that _____'s work can only get better. I have found it elating to work with her. She is always moving and expanding, always going one step beyond where she was. I recommend her to you with pride and without reservation.

ALTERNATE LEARNING PROJECT
180 Pine Street
Providence, Rhode Island 02903

COUNSELLOR'S REPORT

The following assessment of _____'s capabilities and potential for achievement in college is based upon his counsellor's personal knowledge of him, the evaluations written by his teachers, discussion of his work at ALP between his counsellor and his teachers, and an analysis of his record in the two high schools he attended before entering the Alternate Learning Project.

All of us who have worked with _____ at ALP share the conviction that he will not only perform at a high level of achievement in college but that he will also utilize the intellectual treasures, the skills and the training to be derived from a college education as the basis for a useful and fulfilling life. The use of the phrase "intellectual treasures" is particularly apt in reference to _____. Of his several major strengths as a student, intellectual curiosity is one immediately apparent to his teachers. His evaluations consistently refer to his "earnest desire to learn," "willingness to learn," eagerness to learn, "quickness to advance," and "taking the initiative and getting things done well without being told or watched."

A second strength is his analytical ability, in the application of which he reveals qualities of objectivity, perceptiveness, and maturity. He can "analyze conflicting aspects of a problem." He has a quick grasp of social issues and an understanding of their complexities.

_____ has received commendation from three of his teachers at ALP for his writing abilities, both analytical and creative. He "demonstrated an ability to present his views in a clear and concise manner;" "steady improvement in technical areas;" he has an "excellent command of vocabulary and organizes his thoughts well in writing;" "also exhibits potential in the creative aspects of language use." The teacher of the Creative Writing course in which he is presently enrolled expresses a sense of excitement at the work he has produced. Admission to this advanced course is by permission of the instructor. _____ received this permission because of the excellence of his work in the Fundamentals of Communication course.

A final example of _____'s strengths as a student is one also remarked upon by all of his teachers at ALP - noticeable and substantial advancement in knowledge and skills in every learning endeavor he undertook.

V. Curriculum

A. Priorities

The structure and procedures of curricular offerings for 1975-6 was developed by a committee of students, parents, and staff. That group was charged with the responsibility of addressing several needs:

- to build on the history of the school staff's strengths in varied areas
- to balance the need for responsiveness to individual student needs with the realities of limited resources
- to use "external" resources as widely as possible to expand the resource/instructional base of the school through the use of contracted services, programs or courses in neighboring schools and colleges, and the use of volunteers both for academic and experiential aspects of the program.

In general, there was a need to provide some limits on what could be effectively offered so that the regular and "auxiliary" staff could fulfill expectations from courses and experiences.

In planning the curriculum, the committee wanted to balance useful and rational structure with flexibility and opportunity for individual choice and individual creative expression. They wanted to provide necessary and requested academic programs, and to encourage a variety of experiences in the community. They wanted to help students explore areas enabling them to make informed choices about future jobs and education. They wanted students to be able to work and learn together in groups designed around a common goal. They wanted the school to fulfill its responsibility to each student: to see that each one leaves in secure possession of the skills and knowledge needed and wanted in the next place to which the student is going. They wanted the school to encourage students to break out of their usual set ideas of what they can and can't do to try new and different ways of learning and expressing themselves - whether it be an art course for one who considers herself unable to handle a paintbrush or drawing pen, a higher math course for one who thinks he hates math, or a community site placement for one who has up to now felt most comfortable in a desk-filled classroom.

The school's goals are the development of a wide range of

competencies, such as:

future planning/career exploration
personal growth and interpersonal skill
cross-cultural study and experience
artistic expression
advanced academics
community involvement and development

The curricular offerings are the school's means to that end. It is important that the outcomes - of courses and the total program - reflect these goals. The Curriculum Committee will continually monitor the offerings so as to maximize the opportunity for students and to maintain a consistent thrust toward these goals. Specifically, the Committee will review all course offerings by individuals to assess the validity of the courses and the rationale of the instructor. It will also review the total complex of courses offered in comparison to expressed needs so that adjustments can be suggested for successive quarters by reallocating staff or seeking external or volunteer sources of experience/instruction.

B. Credit

Most schools establish the "worth" or "credit" given to courses on the basis of somewhat standardized procedures called Carnegie units, which essentially describe the amount of time spent in a class, i.e. 250 minutes per week for one year equals one Carnegie unit.

This definition does not make any real and continuous statement about the energy, commitment and effort of either the student or the teacher. To provide significant learning experiences, it is expected that participants are actively involved in the experiences of a course. It is obviously implied that the courses will provide the opportunity for appropriate involvement; this can be clarified by determining the intended activities and expected outcomes of a course in advance.

To meet the variety of needs, the curricular offerings are considerably varied in the amount of time spent in a week or month, the degree of continuity, and the integration with other elements. Some will function for one quarter; some will include two consecutive quarters for continuity and depth in a certain subject matter; some will have much higher criteria for commitment and effort than others. To have a degree of consistency between courses and teachers, the

following definitions are provided:

- credit will be assigned to courses/experiences/study that include:

(1) weekly expectations of 6-9 hours of participation and effort, including classes, related experience, preparation of assignments, etc.
(2) a continuous time that allows for depth of development, normally 7-9 weeks
(3) active, continuous involvement in the activities and tasks of the course, including the completion of the pre-stated minimum requirements
(4) definition of the amount of credit value in advance, with the specific expectations of requirements and outcomes

For example, a project that includes a site-placement for 6 hours per week, 4 hours of class time, regular reports on development at the site, readings and journals and papers for an eight-week period of time would be assigned as <u>two</u> credits. A basic skills class that met each day for one hour, and had regular assignments of reading or writing that averaged 4-5 hours per week and met for an eight week period will be given <u>one</u> credit.

<u>C. Graduation requirements</u>

It is expected that graduation from ALP will be an indication of the student's understanding of his/her goals, accomplishments, and direction in personal and career terms. Each prospective graduate will present their case to the Graduation Board of Review in terms of those goals, achievements, and direction. Students who seek to graduate must notify their counsellor by the evaluation week <u>prior</u> to their expected last quarter in the school. Student and counsellor will assess the student's attainment and prepare a case to present to the Graduation Board of Review.

Since there are external criteria for accomplishment as well as there are basic guidelines for the amount of credit that must be earned. These are as follows. (Note: "Credit" is the ALP definition. Two credits equal one unit.)

1 unit (2 credits) for demonstrating English competency (other courses taken in English, either before or after "competency" are designated for elective credit)
1 unit (2 credits) for Math Competency
1 unit (2 credits) for U.S. History
1 unit (2 credits) in Science
12 units (24 credits) in electives

An "average" quarter for a student moving towards meeting the

graduation requirements would be 4 credits in a quarter X 4 quarters in the year X 4 years in the school. The variations from this average are obviously considerable. A student might attain 6 credits, 5 credits, 1 credit, and 6 credits over the course of successive quarters during the year. Such a student would be well above the average for the year, while still matching the use of the resources of the school to his own needs and concerns.

The 3 Credit Rule: In order for a student to remain enrolled at ALP he/she must earn a minimum number of credit per semester. This minimum is 3 quarter length (3 week) activities per semester. Failure to meet this requirement will result in transfer to the school previously attended.

Counsellors should note that the graduation requirement in other Providence Schools is framed both in terms of time served and as 20 year credits. Further, advancement from grade 10 to 11 or 11 to 12 is dependent on the number of credits earned to that point; therefore a student who might transfer from ALP after a year or two of minimum accomplishment (i.e. 4-5 credits for the 9th and 10th grade) may well be placed in grade 9.

What is Competency? "Competency means "skills sufficient to deal with the necessities of life."

In thinking about a graduation requirement in English, we wanted to look at the problem as, "what English skills does a person need to deal with his/her life in the future?" rather than "how many English courses are we going to make the students take?"

Therefore, the graduation requirement in English is not that the student must take a certain number of English courses. The requirement is that the student must have his/her English skills in good enough shape to deal with the "necessities of life" after leaving high school.

For example, if a student is planning to go to college, he/she should be able to handle writing a 5 or 10 page paper without undue agony. If someone is planning to be an auto mechanic, he/she should be able to understand the repair manual for the new emission control systems. Everybody should be able to read, understand, and deal with such things as application forms, leases, income tax forms, etc.

The competency requirement asks that the student demonstrate having achieved a level of proficiency in reading and writing to deal with these kinds of tasks.

A student might enter ALP with his/her reading and writing skills in excellent shape. She/he can demonstrate competency in one of several ways: by "passing" the competency test, by submitting a project he/she has done which shows the student's skills, or by some other form of demonstration, program, etc., which indicates that the student <u>has</u> acquired the reading and writing skills she/he needs.

Most students probably enter ALP with some of their skills in fine shape, but other skills are in lousy shape. A student might be able to read with ease and understanding, but have enormous problems with writing. Another student might be able to express ideas well, but be totally baffled by periods, commas, and semi-colons. A student might be planning to go to college, but be terrified at the thought of having to do a 2-page paper. In any of these cases, the student would choose a course or courses that helps him/her to work on the reading and writing skills that need improvement.

The same general principles apply to competency in math, history, or whatever. A student who graduates from high school should be able to do arithmetic and fractions and percentages and so on. Albegra II is valuable if one wishes to study higher mathematics, but it <u>doesn't</u> come up in daily living. So you wouldn't need Albegra to be competent in math.

It is important to make clear that achieving competency is not the same as "doing time" in some classes. Some students might sit passively in class after class without dealing with their skills and needs at all.

The competency requirement changes the question,

"Do I have enough credits in English?"

to

"Do I have the skills I need?"

<u>D. Specific Curricula</u>

Following are the general parts of the curriculum with a brief explanation of each, and a short summary of each of the activities included within a general area. (For a detailed description and

explanation of each activity, with the specific content, requirements and names of personnel, refer to the School Catalogue.)

GROUP PROJECTS: Group Projects combine in-school experiences, such as academic classes or topical workshops, with out-of-school experiences such as working site placements or community investigations and research. Each one is organized around a particular theme, includes work in more than one academic area, and provides students with a chance to work together in groups in addition to doing much individual work in a class or site placement.

Work in projects fulfills graduation requirements in areas specifically included in the project. In some cases, individual contractual arrangements may be made for project-based work to fulfill graduation requirements in areas outside the specific project area.

PHYSICAL AND MENTAL HEALTH CARE PROJECT: The purpose and focus of this project center on Career Exploration and a "testing" of interest and experience within health care fields. Activities will include classes in science and psychology, workshops in health care and career education topics, and site placements in health care facilities. Academic requirements in Science are fulfilled through this project.

The project is being organized and led by a team of staff members. Their work will be supplemented by contracted services personnel and community volunteers.

DISSEMINATION PROJECT: The purpose and focus of this project relate to Career Exploration, Communications, and examination of educational issues. This will be done by involving students in parts of the dissemination process with the four-person Dissemination Team of staff members. They will work with people who come into the school to learn about it; they will take part in the training of people planning to set up other alternate high schools; they will correspond with interested people about the alternate school process; and they will have available site placements in educational institutions. There will be a certain amount of travel in company with staff to other communities. There will also be a workshop in issues in education.

CITY LIFE PROJECT: Students in this project will conduct a study of an urban environment, focussing on Providence as a primary source. The work will include learning about the governmental, business, social and cultural aspects of the city; studying its physical details; and analyzing the city's neighborhoods in terms of the kinds of people who live in them, the housing, services and activities which go on there. Ways in which the city has changed from past to present, and ways in which it is likely to change in the future will be examined. Students will have an opportunity for Carerr Exploration through the study of various agencies and occupations, and through site placements. The project will include a series of workshops on the different topics as they occur and on the skills needed for the investigation students will conduct. There will be trips to look at other cities and suburban and rural environments.

The graduation requirement in History is fulfilled through this project. Personnel are staff members with help from part-time contractual services and community resources.

COMMUNICATIONS PROJECT: This project deals with writing and other language skills, career Exploration in writing areas, and communication within the school community. It will undertake to produce a Literary Magazine and a school newspaper, and to develop site placements.

Personnel will be two full-time staff members and part-time staff and volunteers as available.

GOVERNANCE: Student membership in the committee system is both a means to participate fully in the decision-making and a means to learn skills of organization, planning, and knowledge of specific issues central to the operation of the school.

BASIC SKILLS PROGRAMS: The school has undertaken a commitment to carry out co-ordinated programs in the kind of reading, writing and mathematical skills every person needs in order to get along as a worker, as a consumer, or as a means to advance in a chosen career. Whether a student's goal after high school is work, vocational or technical training, or higher academic, professional or artistic education, there is an appropriate level of skill in these areas which it is the school's job to provide.

ENGLISH READING AND WRITING PROGRAMS: Under the direction of an English Basic Skills co-ordinator, there will be a comprehensive, co-ordinated program beginning with overall diagnostic testing and analysis in the fall. Using the results of a writing sample for initial placement, a detailed and individualized program will be planned and put into effect. All courses and activities within the program will be rated as to level so that proper selection may be made by counsellors and students working together.

In addition to the Basic Skills Co-ordinator, other full-time staff will be working in the area. Volunteers may also be recruited. Work towards achieving skills may take place in activities other than Basic Skills classes; the Basic Skills Co-ordinator must supervise and approve such work.

BASIC MATHEMATICS PROGRAMS: There will be three sections of individualized instruction in Basic Mathematics. There will also be the opportunity to acquire mathematical skills in other activities designed by the Basic Skills staff. The Mathematics program will be under the direction of a Basic Skills Mathematics co-ordinator. In addition, the program will have the services of another staff member, and community resources will be recruited as needed.

GENERAL ACADEMIC AND ARTS CURRICULUM:

LITERATURE - There will be a variety of courses in Literature at both middle and advanced levels, co-ordinated and directed by a full-time staff member. Some courses will be taught by full-time staff, others will be taught by contracted services personnel, student interns from college programs, and volunteers with expertise in the area. Arrangements can be made for students to enroll in Literature courses at local colleges.

FOREIGN LANGUAGES - A full-time foreign language teacher on the staff will teach French I and II and Spanish I and II. He will also co-ordinate opportunities for students to pursue advanced studies in these languages, and studies and experiences in other languages, in academic and community settings outside the school.

SCIENCE AND MATHEMATICS: General Science will be available within the school in a variety of ways. Laboratory sciences and advanced sciences will be available in a variety of academic settings outside of the school under a co-ordinated science program

directed by a full-time Science staff member. Students will be able to register for courses both at local high schools and local colleges as well as at the Urban Education Center and college extension programs. The Health Care Program is part of the overall science program.

In advanced areas of mathematics, Algebra I and II and Geometry will be offered within the school. Calculus, Trigonometry, and other advanced mathematics will be available through registration in courses at other city high schools. These activities will be under the direction and supervision of the Mathematics co-ordinator.

SOCIAL SCIENCES - A program in Independent Study in History is being offered as a way for students to fulfill the graduation requirement in U.S. History and/or pursue topics of individual interest in European, African, and Asian History as well as American History. All students who sign up for this program will take part in an introductory general workshop, after which they will work independently under the direction of a member of the History staff. Every student will have a scheduled periodic meeting with the staff member. Topical courses in other areas of the Social Sciences, such as Psychology, Sociology, Law and Government and Economics will be available through projects, through part-time staff, and through volunteers. Projects will include aspects of the Social Sciences in their activities.

INDEPENDENT STUDY: Proposal for independent studies must be completed no later than one week prior to each quarter so that they can be reviewed by the counsellor and so that a form for independent study can be completed and forwarded to the Curriculum Committee for review. (See example following.)

INDEPENDENT STUDY FORM

Subject to be pursued:

Nature and extent of work:

Schedule of activities over the quarter:

Define the relations between the student and staff: how many meetings: Of what sort? How will the staff review/support the student's work?

What will be the outcome of the study? A particular skill that will be demonstrated? A report? A presentation?

What are the conditions for which credit will not be given? What are the minimum conditions for credit?

Signed_____ _____
Student Staff

_____
Counsellor

VI. General Policies and Everyday Procedures

This last section contains a number of operational aspects of the school which are mundane but important for consistent operation.

Telephone: The ALP telephone budget is severly restricted. Please do not use the phone for personal calls. The pay telephone should be used for incidental telephoning.

In most instances the secretaries will be on hand to answer the phones and take messages. If you are not readily available, a message will be placed in your mailbox. You should check it two or three times a day. Teachers will not be called out of class unless it is an emergency or unless the secretary has been told by you to do so.

There are 125 students at ALP. Any student may be anywhere at any given time of day. There is no public address system. The secretary can not be responsible for hunting down the whereabouts of students in order for them to take a phone call. There is a student message board and student telephone messages will be posted there.

In the event that the secretary is away from the desk when the phone is ringing, staff members in the area are expected to answer the phone and take a message.

Lunches: The school does not have a lunch program. Staff members may either bring their own lunch and eat it somewhere in the school or go out of the building.

Security: The school is unable to have an alarm system installed because the cost is prohibitive. With the exception of locks on the doors, no further security exists. No one should leave valuables in the school overnight, including coats, sweaters, records, etc. Any personal items or equipment brought into the school should be kept in account at all times.

Parking: A parking place will be provided for full-time staff members in the parking lot on Richmond Street. Parking is limited and people are frequently blocked in. Be sure to let a staff member know in the morning when you come in that your car is blocking his/hers. It saves a trip to the parking lot and subsequent searching for the owner. Parking in front of the school is illegal and the street is frequently patrolled.

School activities at night: Any evening activities in the school must (1) have at least one staff member present who is willing to take responsibility for the work or activity, and (2) prior permission from the Director.

Keys: Only staff members who are responsible for opening or closing the school will have keys to the building. Keys should not be lent to anyone indiscriminately and you should make certain that if you do lend them out they are returned immediately.

Field trips: The range of benefits of first-hand observation and participation are obviously important to a school like ALP. There is a particular need to coordinate these activities so that they can be fully effective and can protect the interests of the participating students and staff consistent with being effectively organized to protect the school. There are three distinct levels of "field trip;" each of which calls for different and more elaborated forms.

Local field trip: Student General Permission form (in file)

Overnight or 2-3 day trip: Student General Permission form (on file), plus Staff Authorization form, which must be authorized (signed) by the Director

Extended field trip: Student Extended Trip Permission form
Staff Rationale for and Detail of Plans for Extended Trip
Staff Emergency Information form
Approval of the Director

(Examples follow.)

Local Field Trips Permission Form

The Alternate Learning Project makes use of learning opportunities in the community to augment the curriculum. Field trips are planned and this form is to secure permission for your child to participate.

I understand that field trips will be made from time to time and give my permission for _____ to participate. I understand that careful planning and necessary arrangements will be made for the safety of students. Beyond this, I will not hold the school responsible.

/

_____ _____

Date Parent or Guardian

FILE THIS FORM IN THE OFFICE BEFORE LEAVING

(STAFF) OVERNIGHT FIELD TRIP FORM

Name of person in charge of field trip _____
Destination_____Address_____

Phone Number_____ Person to meet on arrival _____

Date_____ Time Leaving_____ Expected Return_____

Method of transportation _____

Driver(s) if private car(s) or school van is to be used _____

Names of all adults accompanying group_____

_____

Names of students who are going on field trip:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Has the insurance of the drivers been checked? _____

Do all students have permission slips on file?_____

Approval of contract staff member if the person in charge is not a paid staff member_____

IN CASE OF EMERGENCY OR CHANGE OF PLANS CALL THE SCHOOL

List on the back the purpose of the trip and questions you have in mind.

EXTENDED FIELD TRIP: STUDENT PERMISSION

I give permission for my child, _____
to accompany the Alternate Learning Project group to _____ (place)
on _____ (date).

I understand that careful planning and necessary arrangements will be made for the safety of students. Beyond this, I will not hold the school or the supervisors responsible.

Should a supervisor deem it necessary for my child to be returned home before the group, I agree to pay the transportation costs.

Date_____

_____
Parent or Guardian's Signature

PERMISSION SLIP FOR EMERGENCY PROCEDURES ON EXTENDED FIELD TRIPS

I, the parent/guardian of _____, authorize _____, representative of the ALP to grant permission for emergency medical care including any surgical procedures for our child during the ALP trip to _____ from _____ to _____. In addition, I agree to reimburse the ALP for any expenses involved. Thorough attempts to contact parents or guardians will be made should an emergency arise prior to taking any actions.

_____
Parent or Guardian's Signature

Date _____

STAFF RATIONALE AND DETAILS FOR EXTENDED FIELD TRIP

State destination, itinerary, and dates:

State the purpose and educational value of the trip (include group and individual goals).

Name manner of travel. If private vehicle, give age, condition, and insurance coverage.

Housing arrangements:

Complete parent and advisor permission forms.

Describe parental involvement in planning including who, what, where, when, and how.

List participants. Include their names, addresses, phone numbers, ages, and advisors.

(Continued on next page.)

/hat was the manner of selecting participants?

/ho will be in charge of supervising on the trip?

/hat are safety precautions and procedures for emergencies (accident, illness or separation) while on the trip? (See forms for illness and emergencies.)

Give budget and how procured:

Reporting procedures, upon return, for sharing of learning.

Evaluation of the trip.

EMERGENCY INFORMATION SHEET FOR EXTENDED FIELD TRIPS*

Name of Student _____

Names of parents _____ _____

Address _____

Home Phone _____ Work Phone _____

In the event of an emergency if we cannot be reached, please call:

Name _____ Address _____

Home Phone _____ Work Phone _____

What shots has the student had? _____

When? _____

Does this student have any medical problems, conditions or allergies the trip supervisor should know about? _____

_____

Medical instructions for the student: (pills, medication, etc.) ___

_____

Any additional comments or special instructions: _____

_____

Family Insurance Company _____

Policy # _____

* Any staff member taking an extended field trip should make certain the above information is completed and inserted in student file.

VII. School Calendar 1975-1976

This calendar was developed to provide an overall structure while also helping to develop a more varied use of time and learning experiences. It is intended to be based on instructional concerns.

Sept. 3 - 12: Orientation

Sept. 15 - Oct. 24: First quarter (6 weeks)

Oct. 27 - 31: Evaluation week

Nov. 3 - Dec. 12: Second quarter (6 weeks)

CHRISTMAS VACATION

Jan. 5 - 30: 4 week period of workshops, special activities, ongoing classes and projects may be included

Feb. 2 - Mar. 26: Third quarter (7 weeks plus a vacation week)

Mar. 29 - Apr. 2: Evaluation week

Apr. 4 - May 28: Fourth quarter (7 school weeks plus one vacation week)

May 30 - June 11: Special events, evaluation, planning with student participation, etc.

TEACHER COURSE EVALUATION OF STUDENT

Student R. Teacher D. Date 1974-5

Course Elementary Education Project Counsellor Shirley

1. Course description (Please attach copy):

2. Attendance: Regular X Irregular ___
Made more than half of classes ___
Made less than half of classes ___

3. What did the student accomplish? (Include, if applicable, books read, papers written, other projects, trips taken, etc.)

R. read P.S. You're Not Listening and The Open Classroom, around which class discussions focussed during the first quarter of the Elementary Education Project. She always participated actively in the discussions and, on several occasions, brought to the class issues she considered of importance for us to discuss or activities which she felt would be beneficial for the group.

She worked two days a week at the Children's Center, tutoring a boy with whom she had worked this past summer at a camp for "emotionally disturbed" children. R. also faithfully kept a journal of her observations, ideas, problems, plans concerning her site placement work.

4. What are the student's strengths/weaknesses?

R. is a very bright, self-reliant person. She arranged her own site placement, skillfully negotiating her way around and through the Children's Center bureaucracy. She cares deeply about others and her love and concern for Kenny was clear and direct. She put a great deal of thought and effort into creating a supportive, beneficial relationship with Kenny and helping him deal with the behavioral and academic expectations of the Children's Center school. I believe she learned a great deal about children, about teaching and learning, and about herself through her site placement work.

5. Other comments:

After the first quarter was finished, I discovered that R. had felt dissatisfied with some aspects of the Elementary Education class. I wish that she had expressed her concerns while the class was in session so that the experience might have been improved not only for R. but also for others who might have been feeling the same way.

6. What were the changes, if any, in the student's participation in the class?

Excellent participation throughout the quarter, in all aspects of the Elementary Education Project.

7. Did the student receive credit? Yes X No ___

Signature _____

ELEMENTARY EDUCATION PROJECT - COURSE DESCRIPTION

The Elementary Education Project is a "package" designed to help students develop a deeper understanding of teaching/learning/little kids/schools/education/etc... The project consists of several different kinds of activities; therefore it requires a much larger time - and energy - commitment than would a regular course.

(1) Site placement - Each student in the Elementary Education Project works with young children for 6 or more hours per week in an elementary school classroom, day care center, Head Start center, public library, or other educational setting. Some students work as general classroom assistants, participating in all of the classroom activities. Others work on a one-to-one basis or lead small groups. Students with a particular interest - art or science or creative writing, for example - can design their site placement work around that interest.

(2) Journal - As part of the "package," each student keeps a journal in which he/she records ideas, plans, experiences, observations, problems, joys, hassles, sorrows, hopes, etc., concerning his/her site placement work. Periodically, the students will share their journal materials with each other - to offer help, feedback, suggestions, praise, observations, etc., to one another.

(3) Class meetings - are designed to introduce students in the Elementary Education Project to ideas, activities, projects which might be helpful in their site placement work; to explore issues, concepts, philosophical concerns dealing with teaching/learning/education; to clarify and expand through discussion our understanding of the readings and our site placement work.

(4) Readings - We will read and analyze a number of books. Either: P.S. You're Not Listening, The Open Classroom, Their Universe, The Lives of Children, Free Schools, and others. In addition, students in the Project will develop independent reading about topics of individual interest: for example, the education of retarded children; methods of teaching reading; arts and crafts activities; inner-city education; etc.etc.etc.

STUDENT SELF EVALUATION FORM

Student: R. Teacher: D.

Course: Elementary Education Project Counsellor: Shirley Date: Nov., 1974

1) Attendance: Regular X Irregular ___
Made more than half of classes X
Made less than half of classes ___

2) What did you accomplish in this class (include, if applicable, books read, papers written, other projects, trips taken, etc.):

books - P.S. You're Not Listening; The Open Classroom
site placement at Children's Center - I learned what motivates children, how far they can be pushed, how valuable a relationship can be formed, views of the teacher, kids reactions to different situations, everything in my journal, etc.etc.
I made a game also. From class discussions I started to explore different ways of handling situations through education, with kids, and just relations between people.

3) What do you feel are your strengths/weaknesses in this class?

weaknesses - I am still too sensitive to kids reactions - I am hurt by rejections (Kenny i.e.) even though they may not be meant personally.
strengths - I can gain respect from supervisors, I am dependable for the kids, and dedicated, I have learned how to be more cooperative in a group, and how to respond to criticism. Also, how to arrive at helpful suggestions.

4) Other comments:

5) What changes, if any, did you go through in your participation in this class (over the eight weeks)?

everything mentioned above -
also - things that are indirectly associated with education - i.e. building the rooms - I never thought seriously about the effect of participating in creating, or being in different atmospheres.

6) Do you feel you should receive "credit" for this class?

Yes X No ___

Signature _____

Alternate Learning Project

SITE PLACEMENT EVALUATION OF ALP STUDENT INTERN BY SUPERVISOR

Student: Date:

Supervisor:

Cooperating Site:

1) Approximately how many hours a week has student been spending at placement? _____hours.

2) Has student's attendance been: regular ____ irregular ____

If "irregular," approximately how many times has student missed? ____

When student has not attended, does he/she generally let you know in advance? Yes ____ No ____

Any other comments about attendance:

3) What were your expectations for what this student would do at your site?

4) What, in fact, has the student done?

5) What role have you played, as supervisor, in the student's work?

6) Please briefly describe the student's strong/weak areas in his/her work performance?

7) Has the student been meeting _____ exceeding _____ or falling below ____ your expectations. (Check one.)

8) Additional comments: (use reverse if needed)

PLEASE FEEL FREE TO CALL US ABOUT THIS: 272-1450.

SITE PLACEMENT EVALUATION BY STUDENT

STUDENT: DATE:

SUPERVISOR:

COOPERATING SITE:

1) How many hours a week have you spent at your site placement?
_____ hours.

2) How has your attendance been: regular ____ irregular ____
If "irregular," please explain why you haven't been going:

3) What were your expectations for what you would do at this placement?

4) What have you in fact been doing?

5) What have been your strong/weak points in performing your site placement duties?

6) Do you feel you have been receiving adequate supervision from people at your site placement? Yes ____ No ____
If "no," what's missing? What do you feel you need?

7) Overall, has your site placement been meeting _____ exceeding ___ or falling below ____ your expectations? (check one)

8) Any other comments:

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